

Second Grade Module 2: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student **CAN** do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

Module 2: End-of-Module Assessment							
Question	Domain	Standards					
	Measurement and Data	2.MD.1	2.MD.2	2.MD.3	2.MD.4	2.MD.5	2.MD.6
1	1 2 3 4	X			X		
2	1 2 3 4	X				X	
3	1 2 3 4						X
4	1 2 3 4	X	X	X	X	X	

Domain Score	Measurement and Data	
Total Points		
Level	4	14-16 points
	3	10-13 points
	2	6-9 points
	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Second Grade Module 2: End-of-Module Assessment Task Score Sheet (continued)

Second Grade Module 2: End-of-Module Assessment Task (Topics A–D) Clusters and Standards Addressed	
Measure and estimate lengths in standard units.	
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Relate addition and subtraction to length.	
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagrams with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram.